189
212

The University of Chicago

Final Report

of the

COMMITTEE ON EDUCATIONAL TELEVISION

ante 53, Jun 2

SUMMARY AND RECOMMENDATION

The one remaining channel in Chicago which can be received on present television sets has been reserved for use by educational institutions. This reservation will expire on June 2, 1953. A group of local educational institutions has banded together into an organization which is studying the organizational and financial problems which must be solved before an educational station may become a reality. The Chancellor of the University is the chairman of this organization.

Before a decision can be made about the University's further participation, however, two questions must be answered. The Committee on Educational Television has been considering them since late August.

First, what should be the goals, principles of operation, and content of an educational station? "Educational television" is still a vague term. How can it be given concrete reality, avoiding the dangers either of impossibly lofty aspiration or of dullness? The Committee's answers to this broad question are found in the pages which follow.

Second, does the faculty (which is the chief source of the ideas which will give meaning and content to educational television) support the participation by the University in the operation of this new station? The Committee, which itself represents many parts of the University, has met with and heard from many individuals and groups of the faculty and has found them unanimous in urging the acquisition of Channel Eleven. In order to put the matter to the ultimate test and give the Chancellor a formal statement of support, the Committee presents the following resolution which it hopes the Council will adopt:

In view of the great importance of educational television to our society and to the development and influence of the University, every means available to the faculty and the administration of the University of Chicago should be used to secure the permanent allocation of Channel Eleven to educational broadcasting.

THE SITUATION CONFRONTING THE UNIVERSITY

In 1945, television came out of the laboratory and into the lives of the American people. In that year, the Federal Communications Commission began its allocation of channels to those who applied for them, assuming at that time that some 394 station assignments were possible. But when these stations began to operate, it was discovered that engineering predictions needed correction; furthermore, new technological advances indicated that the existing transmitting and receiving equipment might soon become obsolete. Late in 1948, therefore, the FCC announced that it would allocate no more channels until it had had time to study the whole matter. At that time, 108 stations were authorized, four of them in Chicago.

The decision to delay further allocation gave educational institutions opportunity to organize their forces and to present the case for the reservation of some channels for non-commercial use. A Joint Committee on Educational Television was formed to mobilize resources and present testimony to the FCC. Much of the leadership in this drive came from the University of Chicago and particularly from Mr. George Probst, Director of the Radio Office. Meanwhile research conducted in part by University faculty members demonstrated the intellectual poverty of commercial television. Despite the active opposition of the commercial broadcasters, the educational forces were so articulate and forceful that the FCC gave them first its attention and then its support. On April 11, 1952, it announced that it would once again begin allocation of stations but that a number of them would be reserved for one year, awaiting applications from educational institutions. After this period of one year, the reserved channels would presumably be released for commercial use. The FCC also added a new band for broadcasting, which is not receivable on present sets. As a result, it became possible to allocate a total of 2,053 new stations, of which 242 were reserved for noncommercial operation.

In Chicago, the one remaining channel--Channel Eleven--on the present band was reserved for educational television. In anticipation of this development, a special committee had been formed by Mr. Probst and his colleagues in other educational institutions in Chicago, including the Board of Education, the several universities, and the Art Institute. This committee had explored the possibilities of establishing and maintaining the new station and was ready, shortly after the FCC made its announcement in April, to present a report to the chief administrative officers of the various institutions. They, in turn, formed a new organization with Chancellor Kimpton as its head, to explore the matter further.

The Chancellor and his colleagues have acted vigorously to solve the financial and organizational problems presented. It would appear that their efforts to date have been substantially successful. The difficulties that remain are numerous, complex, and troublesome but the general prognosis appears to be hopeful.

It is appropriate, however, to consider what might happen if the various negotiations fail and the university does not share in the operation of Channel Eleven. One or more of the following alternatives appear likely:

First, and most probable, Channel Eleven will be operated as an educational station but without any participation by the University of Chicago. Public announcement has already been made of a drive to collect funds from the general public so that the station may be operated without reference to existing educational institutions. Various other proposals will probably also be advanced.

Second, Channel Eleven may finally revert to commercial broadcasting. Several commercial agencies are prepared to submit applications if educational interests do not act by June 2, 1953.

Third, the University might itself not operate a station but present programs through commercial channels.

Fourth, the University might record programs on film to be presented by educational stations throughout the country. The Fund for Adult Education (an independent foundation created by the Ford Foundation) has created a production center for educational television films. This center which is to be located in Chicago will disburse large sums of money, at least some of which will probably be spent in contracts with educational agencies who submit proposals for producing programs.

Finally, the University may decide, actively or by default, not to be concerned with television.

THE COMMITTEE ON EDUCATIONAL TELEVISION

Both the Chancellor and the University's Board of Radio felt that the general conception of educational television should be considered closely and in detail by a faculty committee. In accordance with a recommendation by the Board, therefore, the Chancellor created a special Committee on Educational Television. At his first meeting with the committee, on August 25, he charged the Committee:

First, to examine the concept of educational television and recommend any general policies which should govern the University's participation in its operation;

Second, to explore the resources of the University, its allied agencies and the community in order to develop program ideas which would be sound educationally and which would use the medium of television to the best advantage, and

Third, to report to him by January 1, 1953.

The Chancellor indicated that it was not the function of the Committee to try to carry on practical ventures in television or to suggest an administrative framework for the handling of educational television either for the University itself or for any collaborative enterprise with other institutions in the Chicago area.

With these basic instructions, the Committee proceeded to its work. Meetings were held at least once a week throughout the autumn quarter. Discussions at these meetings ranged over the entire field of the means of communication between human beings and of the function of educational institutions in a democratic society. Within this framework conceptions of policy were clarified, program possibilities visualized and the correlation of the one with the other attempted. By late October, it became clear that the Committee was in general agreement on all matters of basic importance and would eventually make a strong recommendation in favor of the University's participation in the television enterprise. The Committee did not wish, however, to make such a recommendation solely upon its own authority. It wished to test its conclusions by discussing them with members of the faculty and at the same time to gain a fuller picture of the extent of the program possibilities offered by faculty and University resources.

To this end the Committee adopted the procedure of inviting representatives of different parts of the University to its meetings. Discussion with these representatives proved most helpful, but the time limits set for its work made it impossible for the Committee as a whole to meet with all members of the faculty or even with representatives of every Division or School. To extend the horizon of the inquiry individual members of the Committee therefore discussed the matter separately with those faculty groups particularly accessible to them. Finally, the Committee prepared and sent to every member of the Faculty a list of questions designed to solicit his own individual reactions.

This canvass of Faculty opinion generally was most helpful, for it permitted the Committee to formulate conclusions which it regards as representative of the entire University constituency, while adding greatly to the number of program suggestions.

The Chancellor had initially appointed the Committee to be advisory to him. At the first meeting of the Committee of the Council in the autumn quarter, he raised the question whether the Committee on Educational Television should have a somewhat more formal status as a Council sub-committee. The Committee of the Council readily agreed.

In November, the Committee of the Council endorsed the resolution presented on the first page of this report. Accordingly the resolution was reported to the Council at its December meeting and is to be presented for action at the January meeting. Meanwhile this full report has been prepared both to support the resolution and to summarize the final conclusions of the Committee.

THE UNIVERSITY'S OBJECTIVES IN ENGAGING IN TELEVISION

Television is a great new instrument which a university may use in achieving its traditional objectives.

In broad terms, those objectives are commonly thought to be (1) the acquisition of knowledge, (2) the preservation of knowledge; and (3) the transmission of knowledge. In transmitting knowledge, there are three groups with which the University works directly: those young people who are to be educated to carry on scholarly traditions; those young people who are to be educated for the professions and for responsible leadership in society; and such adults as wish to further their education. Less directly but equally powerfully, the University also "transmits knowledge" by being a constant influence for good in society. It takes its place among those agencies which act to improve the culture, the quality of living, and the rational accomplishment of social ends. Intellectually speaking, it is foremost among these agencies and therefore must accept some responsibility for leading them.

(1) The Acquisition of Knowledge

The Committee believes that television can have a limited use so far as research is concerned. The study of the communication process now carried on in several parts of the University will certainly be enhanced by the opportunity for direct access to television programming and controlled audience research. Furthermore television may be of assistance in appealing for data or for materials. It may even provide the medium for organizing fairly systematically a group of observers or workers who can provide data to research scholars, paralleling in this way the work of the Harvard Observatory in astronomy. While it is possible that in these ways individual discoveries of marked importance may be made, the Committee believes that research activities could and should take up only a modest amount of time in the total program offering of Channel Eleven.

(2) The Preservation of Knowledge

The television screen has little in common with the library, the museum or the other agencies by means of which the modern university insures that the records of knowledge be preserved. The only value which television would appear to have in meeting this goal is in the file of films and other material which might be created as records of past programs or sources of future ones. This file may prove to be of great importance and television may turn out to have a great influence on the production of educational films. The Committee feels, however, that the technological preservation of knowledge will be only an incidental by-product of Channel Eleven. On the other hand, preservation of knowledge in the reuse of giving it currency among people outside of universities is one of the great potentialities of television.

(3) The Transmission of Knowledge

It is to the third of the three great objectives of the university that television will make its outstanding contribution. This new invention is a medium of communication of impelling power. It has come upon us all so recently that its significance is hard to grasp. Already the citizens of greater Chicago possess 1,250,000 television sets and the saturation point is as yet not near. No medium of print--not even the Chicago Tribune--comes close to this figure. For the purposes of education, the spread of this new medium of

communication is of crucial significance. Television is to the public lecture or appearance as the printed book was to the manuscript. The number of persons who can see and hear an individual speaker or a demonstration has achieved a new order of magnitude. Furthermore the singular flexibility of the camera and its capacity for detailed and direct observation (already demonstrated in the operating rooms of hospitals) gives to television a qualitative as well as quantitative advantage.

If the transmission of knowledge is the chief end of educational television, it is appropriate to look more closely at the use which might properly be made of it by the University of Chicago.

It will not, of course, play a large part in the education which the University gives on its own Quadrangles to those who are preparing to be scholars or to enter the professions or other pursuits of modern citizenship. Our students will presumably look and learn but, in doing so, they will ordinarily be a part of the larger public which is being served. The production of programs or the operation of the station may have some value for some of our students, but the number will almost certainly be small.

On the other hand, we might reasonably hope that, over the years, educational television may improve the caliber and increase the number of the students who come to us. If Channel Eleven is successful in taking ideas out into the community, if it can help parents to raise their children more intelligently, if it can give teachers a better idea of how to teach, if it can capture the imagination of able young people and give them insights, incentives, and goals, and particularly if the University can be presented in such a fashion that its aspirations and its work are better understood, the result will surely be an improved and a broadened student body.

Television will prove of enormous value in the education of those mature members of our society who wish to continue to learn. From its beginning, the University has considered adult education to be one of its central tasks. It was the first University in America to build extension programs into its basic structure; where it has led, the other universities have followed. Television presents a great new frontier for adult education and the University's proper role now is, as it has always been, that of a pioneer.

When Channel Eleven is placed in operation, countless Chicagoans will turn to it with the conscious purpose of improving themselves. They will have, from the beginning, the same sense of dedication and involvement that has characterized the Third Programme of the British Broadcasting Corporation. As time goes on, other people will become interested in those reaches of knowledge and art about which they know nothing and with which they have had no previous contact. The Committee believes that, over the years, there would come into existence a large body of consistent and conscientious viewers for whom television has brought the ideal of lifelong learning much nearer to realization.

But the value of educational television will not stop here. Indeed it may well be said that the chief objective has not yet been mentioned. It is, in brief, the power that television will give the University to strengthen its influence in the improvement of our society. Universities are vast storehouses of knowledge which needs to be translated into action. If the things which our professors know are given articulate expression, they will become a part of the stock of ideas which are discussed and acted upon. The facts, controversies, and concerns of the various academic disciplines may be presented for their own inherent values and in such a way that they may all be brought to bear on decisions which the individual citizen must make. Standards of excellence and good taste may be set. In countless ways, both direct and subtle, the programs presented on Channel Eleven will have their effect.

Furthermore, the quality of the University is a product not only of research and discussion among its own members, but also of the life of the community in which it functions. By subjecting themselves through the use of television to the examination and judgment of their communities, university faculties may grow in wisdom as well as in practical influence. No other medium offers to faculties so immediate a communication with the public together with so little compromise of their essential independence.

Among other things, educational television should have some impact upon commercial television. The Committee accepts the fact that commercial stations, with their tremendous resources, must be assumed as a necessary, desirable, and usually predominant source of programs for mass audiences. Such stations must also accept the fact that, to the viewer, Channel Eleven is only a flick of the selector away from them. Educational television is a real competition, and they must meet it. Many of those who are employed in commercial television are eager to improve it but they cannot convince the advertisers and the station managers. An outside point of reference and quality is needed. It is needed equally by the external critics of commercial television. As Channel Eleven grows in excellence, it will provide at least one standard against which other stations may be judged. In the long run, an educational station may raise the level of quality of all television.

Some of the comments on preceding pages may have suggested that television could be a powerful public relations instrument for the University. The Committee believes that one of the consequences of participation in Channel Eleven would indeed be a strengthening of the relationship between the University and the Chicago community. There can be no doubt, however, of the fact that direct promotion of the University's facilities would be unworthy, undignified, and self-defeating. The hortatory intonation of commercial advertising is precisely the tone of voice which educational television should avoid. If the University is respected today, it is because it performs its basic functions well. It can gain further respect by television only if it directs its attention to the proper ends which should be achieved.

In conclusion, then, the broad objectives of educational television are identical with these which should characterize all of the activities of a university. Most distinctively, however, television should be designed and used primarily as an instrument of adult education and of broad community improvement. As such, it will have a powerful impact on both the outside world and upon the University itself. For the quality of a university is related to and dependent upon the quality of the society of which it is a part.

SOME PRINCIPLES OF OPERATION

In its recommendations as to how the University might use television as an instrument of general education, the Committee has been guided by certain conceptions of television as a means of communication. The program ideas presented in this report rest upon a number of assumptions about both the possibilities and the limitations of television evaluated from the point of view of the purposes of the University. The Committee has not made a systematic study of the medium but it has organized the commonsense observations of its members in order to facilitate its work.

Comparison of Television with Other Media

The extraordinary versatility of television in comparison with other means of mass-communication was one of the considerations plainly acknowledged in the favorable attitude of the Faculty toward the Committee's proposal that the University should participate in the operation of Channel Eleven. This versatility is best demonstrated by comparing television with other media that have been used by the University. It is important in making such comparisons to observe that in television we should be using not merely a novel physical instrument of reproduction, transmission and reception, but a new type of communication network whose economic and social characteristics are of crucial importance to the telecaster.

Television and Film

To begin with, to make a helpful comparison between television and the educational motion picture film, it must be recognized at once that although television resembles the film in its production and reproduction of audio-visual images, it differs profoundly from the film in its mode of distribution and therefore also in the social structure and physical conditions of the audience which receives the image. The educational film is distributed mechanically to out-of-home audiences whose size is dependent on the seating facilities in the place of projection, and the relative success of more or less elaborate prior arrangements in mobilizing interest and overcoming the obstacles that impede the organization of such groups. The television audio-visual image, whether studio "live" program or film, is distributed by cable and wave to home receivers. Educational film systems in the United States, while they reach many people, do not reach the mass audience in the largest sense. The educational film appears to be most successful in serving special audiences, primarily within institutions such as schools, libraries, museums, offices and plants. The proposed television station, while it can be employed to reach group-audiences (as in daytime broadcasts to school classrooms) will reach a mass audience already created by commercial broadcasting, and far beyond the reach of mechanically distributed film.

It may be admitted that from a technical view point "live" television production is sometimes handicapped because the "live" image does not go through the careful editing and cutting process of film production. In practice, however, the broadcaster may produce his program first on film, when precise editing is essential, or "live" where other values are more important . We

have also heard the comment that the non-television projected film is superior in "texture" to the image on television. It may be that on occasion the ideal design of a program may have to be sacrificed because of technical limitations of the television image (especially where color is a necessary element) but this seems a minor restriction. Whatever disadvantages each medium might have theoretically, in practice they serve different ends, and there can be little doubt that television offers much greater possibilities for general adult education.

Television and Radio

In its discussions with other members of the faculty, the Committee occasionally encountered the argument that for certain purposes, such as the broadcasting of music, radio should be used in preference to television. We also heard the opinion expressed that television is not a suitable medium for the transmission of highly conceptualized thought, and that print is the necessary medium for this purpose. Our answer to these views is two-fold: first, even if these contentions were true, they would be irrelevant, since in fact we do not have access to radio comparable to the anticipated access to television, nor do we have access to any printed medium of mass circulation comparable in its range and impact with television; second, we believe it unwise to bind ourselves by any such a priori assumptions about what television can or cannot do. We recommend as a basic principle of educational television that it adopt an imaginative and experimental attitude towards the medium.

It should not be presumed that the formulae evident in commercial broadcasting practice suggest more than a start in the development of the television art. The visual qualities of the television screen are emphasized as if it were assumed that the screen is always viewed or must always be viewed. The fact is that it is possible to blank out the screen or use it for non-objective patterns that may or may not be attended by the audience, while audio programs are broadcast over TV. This change of pace from audio-visual to audio can be dramatized in the other direction by shifts from audio-visual to pure visual without audio. It can be assumed that these possibilities and other interesting practices which are only now being considered by commercial television, might be fully developed by educational television. It should be remembered that a non-commercial broadcaster, who does not have to write off each experiment as a failure if it does not please its first audience, operates with a longer time perspective. The expansion of the art is partly a matter of patiently teaching new expectations and attitudes to new audiences.

Immediacy of Reportage

The versatility of television distribution is due to its combination of the communicative powers of the sound motion picture with the flexibility and economy of a radio distribution system. The electronic form of television distribution makes possible the direct and instantaneous transmission of an

image of on-going events; it cuts out the time-consuming, cumbersome and expensive distribution procedure required by film and the printed media. Its power to show events at the moment of their occurence gives television, for example, like radio, a special significance as a means of mobilizing a community for collective action. From the viewpoint of the University this mobilization potentiality is probably of little importance; it seems likely that most of the educational programs broadcast by us would not lose their significance if they were first recorded on film and broadcast later. The commercial broadcasters have found that re-broadcast does not depreciate most of their programs. However, television permits a very flexible schedule, ranging from direct and immediate broadcast of events whose interest is momentary, to the broadcast of film material of timeless relevance.

While neither journalistic timeliness nor action-and-opinion mobilization are necessarily high on the list of criteria for university telecasting, it would be unsound to argue that one time is always just as good as another for the presentation of materials that bear implications for contemporary events. It should be a recognized responsibility of the University-as-broadcaster to provide a background of knowledge in depth for the current crises of social action. Furthermore, the definition of "event" employed by commercial TV is noticeably limited to human interest, politics, international news, fashion and a few other journalistic rubrics. A university might prefer to enlarge or modify such definitions by regarding the announcement of noteworthy changes in scientific theory, or newly observed shifts in social structure, and a variety of other "happenings" as equally interesting "events". The freedom to handle such program materials on an immediate and topical basis would constitute a genuine advantage to the educational broadcaster.

Fugitive Impact on the Audience

Television broadcasts have the disadvantage of being fugitive, not only fugitive from the viewpoint of the audience, ordinarily leaving no permanent record with the viewer except in memory, but also fugitive in that the broadcaster himself often retains no permanent recording for reexamination or rebroadcasting in the future. However, since methods of recording on film are available, the system is adequately flexible; the telecaster's real problem is to be wise enough to record certain programs that will be valuable in the future, leaving unrecorded those that have only a temporary value.

The circumstance that the audience receives a fugitive communication presents certain problems to the educational telecaster that he has already had some experience with in the use of radio and film. The viewer has no opportunity for concentrated study of television material and such processes as re-reading, analysis and the linking of earlier with later phases of exposition have to be provided for in the structure of the program itself. In view of the fact that the University does not anticipate much emphasis on formal procedures of education, these limitations may be of little importance. Where they do prove to be problematic, supplementary aids such as printed materials can be used to supply elements of repetition, recall, and continuity to its viewers. In general, the success of an educational broadcasting

venture will be measured less by the impact of individual programs than by the cumulative effects of a service through which runs consistently an emphasis on fundamental values.

Local ambit of educational television

The television system, like radio and the newspaper, begins as a local enterprise and may be maintained in whole or in part as a service originating primarily within the community and directed towards the community audience. It is quite different in the field of the action picture film. The conditions of both entertainment and educational film production and distribution prevailing commit them to a national audience. The local dimension of television is of very great significance to the University. Much of the Committee's thought about the role of the University in Channel Eleven contemplates a richness of reciprocal relationships between the University and the City of Chicago. For example, we can imagine the development of a Chicago-centered documentary film service originating within and distributed to the community,- a service in which the people, events and problems of the community are given pictorial representation. Conversely, the University itself and its activities will become available to the community in a new way. This does not exclude the telecasting of films and line programs from non-local sources. The system is flexible here, too. It can serve as a distribution system for standard films that are not limited in their interest. We expect also to participate in network arrangements with other educational stations, thus sharing programs of more than local interest (and, incidentally, sharing the production costs).

Sinultaneity of Reception

It is an important characteristic of television, derived from its radio characteristics, that the broadcast is received simultaneously by the members of the audience. Like immediacy, this is an attribute that would be of greatest practical significance in mobilizing common discussion of events of the day, in exciting political controversy or organizing a population to deal with emergencies. The University's programs would seldom have such a purpose; nevertheless the simultaneous reception of its programs by many people could be expected to give rise to discussion and the exchange of opinion in ways not inherent in other forms of communication. Thus, where two or more members of a family view the received program, they are invited to share information and attitudes during an experience which is novel and provocative to each, and are provided with the opportunity to discuss it afterwards while the impression is fresh and stimulating. Among people who have seen the program simultaneously but separately it can readily become a conversation piece in their subsequent contacts. The educational implications of such discussion patterns are rather different from, and in some ways more promising than, the discussion patterns characteristically generated by motion pictures and books. They resemble most, of course, the patterns invoked by the daily newspaper or the weekly magazine.

Planned "group" reception

A system that combines the properties of localism, immediacy and simultaneity is also a medium through which communication may be effectively addressed to, and by prearrangement received by, the members or organized groups in the community. One of our suggested operating principles is that the University provide such programs for the members of local organizations, especially professional societies, such as those of law, dentistry, medicine, etc., whose members would wish to receive periodic reports on research in progress in their fields. It has also been suggested that there are many ways in which the University's programs may be related to the interests and work of scientific amateurs, hobby groups, and craftsmen. It should not be assumed that to address and reach such selected audiences will always amount to a concurrent exclusion of other audiences. It may well be that programs for such "primary" audiences in the selective sense will generate "secondary" audiences of overhearers; and that what we can learn about these overlappings of the special interest and the general interest will prove to be of great theoretical and tactical instruction for us.

A local broadcasting enterprise will provide many opportunities for direct collaboration between the University-as-broadcaster and the members of its audience, since both are immediately available to each other in a way that, for example, the distant movie industry is not available to its clientele. Perhaps the most dramatic suggestions we have received in this connection have to do with ways in which members of the audience might collaborate with University scientists in the conduct of massive experiments where hundreds or thousands of independent subjects, experimenters or observers are required.

Continuity

A local television system devoted entirely to educational purposes provides for continuity and progression in successive programs. The University is not to be restricted to occasional episodes of communication, but can organize series of programs on the same theme. Where it seemed desirable, such a series could be progressive, in the sense that each program in the series would represent an advance upon the knowledge communicated in the preceeding one. Where there is continuity of broadcast service there can be continuity of audience, the building up over the course of time of a "following", an audience progressively involved in and committed to specific programs, or predisposed to view many of the programs contributed by the University. We should observe that the progressive development of an audience can occur in several ways. It may be that if the audience for programs of a given type increased steadily in number it would reach a point where the popularization process would begin to accelerate simply because of the number of people involved in it (on the principle that when enough people are involved in an activity, the rest do not want to be "left out".) On the other hand, it may be that a certain audience, given successively more complex views of the same subject, might become progressively smaller, as the capacities of some of its members were exceeded, but with an increase in the average individual grasp of the subject among the remainder. Again, it may be that shifts in the structure of an audience, or the expression of its response to a program, make possible an upward revision of intellectual difficulty and quality without significant losses in number.

The relation between programming and these "developments" in the audience is not that progressive and developmental programming guarantees them, but that it is one of the devices by which they can be hastened, measured and assessed. It is quite possible for an audience to show development in ways not contemplated by the producers; and likewise, it is possible for developmental programs to fail to hold an audience through cumulative experiences. Nevertheless, wherever true cumulations are achieved, they can have profound effects, not only in the amassing of factual knowledge, but in understanding of the University and its work, of the meaning of science and scholarship, and in the sharing of enlightened attitudes and values.

The "naturalism" of TV reportage

How a medium like television may be used is as much a question of what the audience will accept as of the technical requirements or possibilities of the instrument. It is the Committee's impression that audiences have learned to expect that programs produced in and transmitted from "natural" locations (e.g., from a University laboratory or clinic) will be conducted in a casual manner, will lack the finish of theatrical performances, or of carefully edited documentary film. Where the role of the television camera is to witness "real" events, the expectations of the audience are adjusted to the conditions of life rather than art. We believe that it will be possible to produce many, if not most, of our programs in a casual, natural and friendly style which does not seek to create illusions.

Television appears to have redefined "glamor" by depreciating some of the histrionic skills associated with the stage, the radio and the movies, and by emphasizing all the elements of performance that favor a semi-personalized relation between the performer and the audience. Some of this change is the result of changes in production methods (rapid rehearsal of live shows with no possibility of re-take) and some of it is the result of changes in the reception situation (the casual, informal, unexcited attitude of the home viewer).

Commercial television producers have experimented with a style that clearly differs from theatre and movie style, especially in its cultivation of informality and "amateurism". These tendencies are most obvious where television capitalizes on its candid-camera aspects and makes program material of the unpredictable, low-cost, and all-too-human conduct of the studio audience, the street scene and so on. In more subtle form they appear as the rather artful tendency to make the "casual" itself a new and higher standard of art. In both types of informality and "amateurism", the performer seems to be responding to his status as a guest of the home by making the audience member a guest of the studio.

These precedents are important for us because they have established a pattern of sociability between performer and audience that undercuts the need for highly contrived dramatization in educational television-and indeed puts a premium on some of the very informalities by which modern higher education characteristically goes about its work.

Criteria of Success

The programs offered by the University will be in competition with those of commercial broadcasting, not in the sense of offering similar content, but in offering alternatives. What are the possibilities that educational programs can "succeed" in the face of such competition? The present report is evidence that the Committee believes that the conditions for success are favorable. In discussing the grounds for this belief, it is necessary to treat two separate but related aspects of the question: the criteria of "success" and the favorable conditions of the"Market".

When we speak of the competition that educational television can offer commercial television we need to define our terms. All mass communications are alike in the sense that they compete for attention. Once this is agreed on, certain differences between educational and commercial television emerge more clearly. First, the telecast does not necessarily compete for the largest possible number of viewers, for mass-attention. Second, it does not necessarily appeal to the same kind of attention from the viewers, regardless of their number. Third, it does not necessarily obtain attention with or for the same kind of commodity that it offered by the commercial television program. The latter generally calls for attention to two commodities, the entertainment and other private values offered by the program, and the commodity referred to in the "commercial". In general, educational telecasts in which an educational value might be "sold" by some process intellectually and artistically distinct from the program itself would probably be ineffective.

We should expect to build up our audiences gradually, over the years, through many conditions and channels of recruitment, our collaboration with professional societies and groups, with local institutions, with segments of the mass audience whose needs are not now being adequately met. We should expect a fruitful interplay between our own increasing proficiency in the production of programs and the rising educational level of the population. In particular, we may look forward to the recruitment of audiences of young people to Channel Eleven through the participation of the public school system, and their continued development by our own programs as they mature.

As of the present moment, it seems to us that the conditions are very favorable. Commercial broadcasting offers a number of fine programs, but these are but a small proportion of the total broadcast, and many of them come at inconvenient times. In the prime hours of the evening there are many dreary periods when all but the most fanatical seekers after "entertainment" might turn with relief to Channel Eleven. Although we might expect our strongest following to consist at first of people of better than average education, or those already strongly oriented towards the University, in the long run we might reasonably expect to draw from the relatively uneducated masses. Television, like the film, has the power to provide different levels of meaning for different segments of the audience; even those who cannot absorb fully the conceptual content may be intrigued and stimulated by the visible objects and action or drawn into an effort to understand by their simple human interest in the people who appear in the program. We also think it likely that, though viewers tend to select certain of the popular programs because of an established preference, much of their viewing may be governed by sheer habit of

spending a quota of time before the television set, when they shop among the programs available, with relatively undefined expectations and a readiness to become involved in any program that strikes their interest. We may count on the fact that many will respond, because of their involvement in the life of the community, to programs in which the events and conditions of the city life are reflected, and to others because of their interest in discovering what lies behind the facade of those institutions, such as the University, from which the course of their own lives has excluded them. Some may be drawn in the spirit of snobbery, and others, of condescension. That the initial attitude of many may be hostile simply increases the challenge to us to create a natural and friendly atmosphere of invitation.

It is not the proper function of this Committee to try to establish specific criteria for the success of specific programs or of the University's participation, in general, in educational television. This is one of the major problems to be worked out by the institutions participating in Channel Eleven and similar enterprises elsewhere. It is a problem involving difficult theoretical and technical questions. We have, however, made certain assumptions that should be reported. We have assumed that the criteria for success in educational broadcasting will not be the simple quantitative criteria of commercial broadcasting. This is not to say that the size of an audience is of no consequence, for obviously it would be unreasonable to continue broadcasting a program that had but half a dozen viewers. On the other hand, we should not make the assumption that all of the families who own television sets within range of our station are the potential audience for a given program. The potential audience for a program is defined by such factors as the interests to which it is addressed and the level of education presupposed in its content. Such an audience may be a small fraction of the absolute potential audience. Even within such restricted limits, it might not be wise to use a simple quantitative standard. One would have to ask: Who are the audience and what are their characteristics? What does the program mean to them? Are its purposes being realized? Is the audience growing or declining in size, changing in composition in the desired direction, developing in understanding or failure to keep pace with the program?

It is assumed that educational broadcasting, like education itself, and like the University's own research and scholarship, is an activity with long-range time perspective. If we enter educational broadcasting, it should be with the intent to make it permanent feature of the University's work.

The Committee suspects that the "how" of educational television is something that is being learned and will have to be learned by experiment. We do not believe that we can predict the form of those experiments, or their success, or even the criteria that would be useful in describing their success or failure. The fact is that for almost every theory of the way in which television establishes (or fails to establish) a relation between producers, productions, and viewers, there is another theory that questions or seriously qualifies it. We must do the best we can to put them to the test of practical experience.

SOME POSSIBLE PROGRAMS

The Committee realizes very well that it encounters certain dangers when it suggests ideas for specific programs. Only practical experience can determine whether a given idea will work. Time, ingenuity, professional competence, and a certain amount of trial-and error are all required to perfect a program. Furthermore the Committee knows that in suggesting programs it may not quite have understood the essence of what individual colleagues are trying to do, because it has not chosen those elements of their work portrayal, or because it has seemed to neglect certain fields or areas of inquiry.

But the possibilities and the power of television can be made completely real only if one considers, in fairly concrete terms, some of the programs which be presented. The Committee has received a wealth of ideas from the faculty and it has had some of its own. Those who consider the desirability of a station and those who, later on, must manage it if it comes into existence should have some record of what the faculty now thinks might be presented.

The Committee therefore presents in random order and without categorization certain seeds of program ideas which some day under favorable conditions may germinate.

Invitation to the University - We now bring to the University thousands of people each year to see one or another of our buildings or physical resources. By television, we could bring hundreds of thousands and we could give each a more direct, immediate, and intimate view. In a series of sessions, we could show and explain the cyclotron, the oriental institute, the geological museum, the collection of maps, the rare book room and our other showpieces. We could also take the camera into laboratories, clinics, and other places to which we cannot now admit visitors in person. The program would attempt not merely to show things off but also to have the audience understand how these things contribute to culture and to our society. Above all else the program should not be designed for public relations but rather to build understanding of what a university really is, what it does, and what kinds of freedom it should have.

How the University Sees the City - The people themselves see the city as an enormous entity, in some part of which each of them has a place and with which each is familiar. They do not look at the city objectively as the social scientist does. The program might use an infinitely varied theme, with one session or more devoted to such topics as these: the clustering and gradual diffusion of nationality and ethnic groups; the patterns of migration of the people; how slums are created; the variable pattern of overcrowding; the various sociological phenomens of crime, delinquency, homeless men and poverty; the solutions offered by recreation, education, and specialized courts; the governmental difficulties presented by enormous size; the effect of large size on the pattern and efficiency of government; and the

economic difficulties and opportunities presented to the individual who lives in the city. Each session should be built around a person who is an expert on this topic of city life and each expert should use charts, diagrams, still pictures and documentary films. Actual films could be made and shown as they illustrate the topics dealt with.

The People Shall Judge - It is suggested here that a member of the College social sciences staff lead a series of discussions of basic American documents. His students should include both students in the College and their parents. The values which might be derived are these: a better understanding of the works discussed; a greater appreciation of content-centered discussion as a method of teaching; a better understanding of what constitutes good teaching; and most important of all, the idea that parents and young people can maintain common bonds through reading and talking together.

The Major Occupations - This program would be so organized that each week there would be a consideration of one of the occupations in which men and women earn their living. A common core of information - length and kind of preparation, financial and other rewards, main pathways for advancement and so on-- would be included, but each program might take a distinctive form in terms of the occupation considered. There would be a moderator to give continuity and he would use charts, motion pictures, interviews and panel discussions as they were appropriate. The program would be designed basically for high school students and their parents but it might also have a wide general appeal.

The Scenes of European History - The European child is brought up in the midst of history and feels it all around him. Americans have many allusions to place names which remain completely unreal to them. Each session of this program would be built around some famous place as it is today. At the start, a historian would give a brief talk, setting forth the historical significance of the scene to be shown and perhaps using pictures or diagrams to illustrate his talk. The scene would then be shown in film as it exists today. Some illustrations might be: Hastings, Waterloo, the forest of Compiegne, Versailles, Kronberg Castle, and the Tower of London. If films suitable for the purpose do not exist, they could be commissioned from the television authorities of the foreign countries concerned, since the educational stations of this country will doubtless have close affiliation with them.

Ballads and Their Backgrounds - The ballad is a piece of folk art, its origins obscure but its appeal universal. Each session might be built around one or two ballads which would be sung, perhaps with variant versions. Some history of the ballad would be given with an indication of where it originated and how it has spread. The audience might be invited to send in different versions with some indication of where they were heard. The cosmopolitan population of Chicago might thereby be encouraged to aid in this kind of research.

The Weather - This program would use current atmospheric conditions not merely for purposes of discussion and prediction but as an illustration of the basic science of meterology. The instruments used, the way in which data are collected, the classification of various kinds of weather phenomena (clouds, for example), and the presentation of the broad air-mass theory might greatly aid in building an understanding of weather as a scientific phenomenon. If anyone wished, the program might be used as a vehicle of contact with amateur meteorologists who would collaborate in collecting data in much the same way as the Harvard Observatory now uses amateur astronomers.

The University Interprets the News-- This would be a panel program, with one or two constant members and several who would be used on occasion. The main topics of news in the week concerned would be selected, the moderator being careful to include items of long-range as well as immediate significance. Each topic will be presented factually first and then discussed by the panel, the effort being made to get at what lies behind the facts and to interpret what their consequences will be.

The Government of the City - Chicagoland is governed by an enormously complex, uncoordinated, and heterogeneous group of governments. This program would attempt to make this fact graphically clear to the people. Each session would present some department or aspect of government, with some thoroughly qualified expert serving as commentator. If possible, we might televise a meeting of the city council or the school board or edit film made at such sessions. We would visit each of the departments of the city, trying to find out what is done by each. We could go out into the ward organization and present, either with comment or with significant silence, some of the things we see. It would also be worthwhile to present some of the most outstanding proposals for reform, such as home-rule and charter revision.

Distinguished Visitors - This program would put on television, for everyone to see, some of the large number of outstanding people who come to the University each year. It should not be a periodic program, lest we be tempted thereby to lower our standards of who is distinguished.

The Human Adventure - For several years the University maintained a radio program by this name, broadcasting it over a nation-wide network. It is essentially the story of discovery and of research, each session being built about some line of inquiry or, more usually, the work of an individual. The radio scripts remain and, they could be readily converted into scripts for television.

Work in Progress - This program would deal not with completed research but with that which is now going on. Men and women on our campus who are undertaking significant investigations that can be explained to the public would be asked to explain what it is that they are trying to do, demonstrating the equipment they use and the way in which they think about the problems they are trying to solve. The program might have a round-up every now and then to ask the investigators to tell how their work is progressing. This program has obvious values in explaining the several disciplines and methods of research, in indicating the nature of scientific inquiry, in illustrating the importance of research in our society, and possibly, in securing financial support.

The Great Debates - Many times in past history, a particular issue has given rise to a sharp controversy. Sometimes the words of the debate still remain, as is true of the Lincoln-Douglas debates, and sometimes they have been reported in recollection or in fictional terms, as is true of the various controversies recorded by Thucydides. This program would present the debates either in a facsimile of the original setting or in modern dress. The speeches would be spoken with eloquence and force, with full attention to the meaning and all else subordinated to that.

What is Going on in the World - This program would be in essence a news program for children, perhaps being pitched at those of about tenth grade level. (This is also the educational level of the average American adult.) The program would depend absolutely on locating the right person to do it. He would tell about current events simply and clearly and would need to make use of pictures, diagrams, maps, charts and any other available aids.

University Events - At least several times during the year, a University activity of some sort might be televised. Examples are: Convocation, the Inter-Fraternity Sing, the Chapel Service, and, on occasion, a public lecture.

Contemporary Cultures - Most people have little understanding of the habits and ways of life of other countries and other people. This series would use film, drawing from that which is generally available, that which has been taken by anthropologists to record folk customs and rituals, and that which may be available from private sources. The purpose would simply be to give some understanding of how other people live. A basic structure of topics might be developed, so that each program was sure to touch on each. In some cases, people from the cultures concerned--for example, students at International House--might be drawn in for commentary or interview.

Our Social Agencies - This program would be devoted to the presentation of the goals and programs of the various social and welfare organizations of the city: the hospitals, settlement houses, child care programs, summer camps and other agencies. Each session of the program should be devoted to one such agency, which may be treated as unique or as typifying the general class of institutions to which it belongs. The program should be broadcast from the agency it self or, if that proves not to be feasible, a film should be made of the setting. The program might include an interview with the administrative head of the agency and should include, if at all possible, some pictorial representation of the basic services which are performed.

The Expert Answers - This program would be built around the three resources of an instructional film, an expert in the subject-matter concerned, and a small panel of people. A moderator would briefly introduce both the subject and the expert. There would then be shown an instructional film, the expert would make brief comments about it, and the panel would then direct questions to the expert. The range of subjects which are now available on film is enormous and the topics dealt with could be drawn from all parts of the University.

Resources for Learning - The idea of this program would be to show the adults the places to which they can go to study and learn. It would include visits to: university extension centers, libraries, museums, settlement houses, park district fieldhouses, evening schools and industrial and union programs.

Although the chief purpose is to build a wider knowledge of available resources, a secondary purpose would be to reinforce the general idea that adults should keep on learning. It would be hoped that this idea would get across to young people so that they do not leave formal schooling with the idea that they are able now to put learning behind them.

New Developments in Chemistry - This program would be aimed directly at those who have a substantial knowledge of chemistry; research workers in industry, chemical engineers, teachers of science in high schools and colleges, and others. It would present our faculty members dealing with important new discoveries which lie within their fields of specialization, and using the demonstration method of teaching wherever possible. The audience would be relatively small but the importance of the subject and the group addressed would make the program worthwhile.

How a Neighborhood Can Take Action - In and around Chicago there are a number of community movements in which the citizen of a particular area are the South East Chicago Commission, but there are many other less extensive efforts, started and fostered by citizens' associations, settlement houses, and schools. Each session of this program should be devoted to some such effort, interviewing the people concerned, finding out what they have learned, making some estimate of accomplishment and what remains to be done, and drawing any general lessons for other communities. Emphasis should be placed on direct action (that is, what the people can do for themselves) rather than on the building up of pressure groups for action by legislative groups or administrative officials.

Back from Abroad - Each program would interview someone who has just returned from an interesting place or who has had an interesting assignment in a more familiar place. The interview itself would be the core of the show, but use could be made of pictures, objects, films, or other visual material.

The News in (Sciences, The Arts, Business, Education) - This program would be broadcast weekly but each subject would be dealt with once a month. The emphasis would be on giving coverage generally to topics which are not given adequate display in newspapers and news broadcasts. The show would have a continuing moderator for each topic and he would have the chief task of presenting content. He would heighten interest where he could by bringing in other persons to serve on a panel or to be interviewed and he would introduce pictures, charts, and other materials as they are appropriate.

Student Activity - The students of the University might take this program as their own. On it they would present an account of their activities and organizations, including Acrotheater, dramatic performances, musical presentations, religious activities, and discussion groups. The opportunity to appear on the program might be used as an incentive for improved performance.

How Children Learn to Read - This program would be designed for parents, for adults who are interested in their own reading abilities, and for teachers who want a refresher course dealing with newer techniques. By actual demonstration with children, such topics as the following would be dealt with; the determination of reading readiness, learning to recognize words, the introduction of phonics, developing concepts for reading unfamiliar material, the use of the dictionary and other sources, and reading for a specific purpose.

Learning to Read Better - This program would be designed directly for adults and would approach the idea of reading from a number of angles. Some of the topics would be: the diagnosis of poor reading, the improvement of reading rate, the building of vocabulary, and logical or analytical methods for getting meaning from the printed page. It is possible that a direct remedial course might be given on television but one would need to approach such a course with a great caution in order not to promise too much and to permit of proper treatment of individual differentiation.

You are Involved - Each session of this program would be directed to a particular occupational group which plays a distinctive role in the life of the community: teachers, pastors, real estate, operators, tavern keepers, and so on. The attempt would be made to demonstrate how such people can play more positive and constructive roles for community betterment.

What Can I Do? - Each session would deal with the ways in which the citizen can take independent action about pervasive social problems. How do I behave when a friend makes remarks which indicate race prejudice? What do I do when I hear a rumor that the house next door has been sold to Negroes? What do I do when my son is beaten up by a gang on the way home from school? This program would need a continuing moderator. For each problem a panel, composed of both professors and lay citizens, would be chosen. The panel would be encouraged on occasion to place itself in the situation and act out some of the answers.

How Public Opinion Polls Work - This would be a short series built around an actual poll which is to be taken. The television audience would be taken through each step from the framing of the questions to the final evaluation of the results. It would be hoped that, as a result of this program, there would be a more widespread understanding of just what goes into a poll and just how one may interpret its results.

People, Resources, and Culture - The children in the sixth grade of the Laboratory School would work out a unit on this topic. The program would record the various steps through which they go, discussing and outlining the whole question of natural resources, going to sources, using various forms of visual aids, interviewing experts, and summing up the information. Among the sub-topics would be: population, soil, water, crops, fish and wildlife, housing, transportation, mineral resources, and citizen responsibility. The program would be aimed at children, their parents, and their teachers. In addition to the subject-matter to be conveyed, the program would give both parents and teachers insights into modern forms of teaching.

The Volunteer - Many agencies in the city can use volunteer workers, among them the hospitals, Travellers' Aid, settlement houses, and other social agencies. It would be the purpose of this program to build an understanding of the responsibilities and obligations of the volunteer and to outline in a series of sessions to various opportunities for providing worthwhile service. Each agency which needs volunteers might present its needs, preferably using illustrations to indicate exactly what is expected of the volunteers.

How Chicago is Fed - This program would illustrate the operation of basic principles of economics through taking one large area of human activity and examining it thoroughly. Through focussing on this one central topic, there could be given a realistic picture of the intricate systems of production, transportation, and financing of food. The medium used would probably

be commentary aided by extensive use of films or live broadcasts. While major attention would be centered on the more immediate and specific handling of foods, the series should certainly include a consideration of the work of the Board of Trade and the Stock Exchange.

Towards a More Perfect Democracy - Various kinds of social reform are now being proposed by responsible groups in our society. They have to do with city planning, housing, government reform, improved health and sanitation, planned parenthood, crime prevention, and the like. In each session, some faculty member who has studied the proposed form and supports it should present its basic ideas, using straight exposition, interviewing, discussion, visual aids, and conducted tours as these best suit his purpose.

Ways of Life Within the City - The various national and ethnic groups in Chicago live in distinctive community patterns, to some extent submerged within the city and to some extent distinct from it. Usually each group lives in its own neighborhood and imposes its pattern upon it. This program would be devoted to a series of explorations, each session being given over to one group. The medium used might be direct broadcasting from the neighborhood involved but films combined with commentary might provide a more flexible and interesting pattern.

Sunday Service - This program would be a telecast of the weekly religious service from Rockefeller Chapel, perhaps varied on occasion with broadcasts from one of our other chapels in the University and in its neighborhood. This program would have its own direct religious significance but also it would serve to remind the city constantly of one of the important aspects of the life of the University.

Ageing Successfully - This program would be the vehicle for communicating the research findings of the various studies now being done on the Quandrangles concerning the problems of the aged. It could take many forms. Initially it might present, in a series of sessions, certain basic concepts of how life may be made more satisfying for the aged. It might indicate the work being done by various social, recreational, and educational agencies to offer assistance to such people. It might even offer certain case studies of successful adjustment, if such studies could be done with dignity and taste. Finally, it might offer suggestions for fruitful personal activity on the part of the aged. If desired, the program might also be the vechicle for securing information to be used in research efforts.

Visits to Religions - In Chicago there are churches of a large number of different denominations. This program would, at each session, visit a particular church (either directly or by film), show anything which is distinctive about its religion symbols and orientations and provide an opportunity for the minister of the church to explain the set of beliefs and doctrines which he professes. The program should have a continuing moderator who is familiar with comparative religion and, in interviewing the minister, he should be careful to bring out the particular applications of certain general themes which would run throughout the series

Scandinavian Life and Culture - There appears to be a fairly widespread interest in Scandinavia and this program would both capitalize on it and explore the possibilities of presenting on television the portrait of a particular

country or area of the world. There is a large amount of good documentary film dealing with the Scandinavian countries and the program would be tailored to fit the material which is available. One pattern of organization would be to deal with each country at a time; another would be to deal with a single topic or theme and portray its development in each country.

An Introduction to Chamber Music - The small size of the television screen makes it particularly suitable for activities in which only a few people are concerned. At the same time, some kind of diversity is desirable. These considerations would seem to indicate that chamber music would be initially the most desirable form of instrumental music to present. The program would be composed of both explanation and performance. Initially the presentation should be extremely simple, emphasis being laid on such topics as the basic musical themes, the structure of the composition, and the ways in which the instruments interact. To avoid atomization, each program should present one piece which is played through from beginning to end without interruption.

Tomorrow's Home - This program would be designed for those who are planning to build a home or who might wish to build one some day. It would also be of interest to these who are generally interested in the problems of housing and architecture. It should take up such questions as: the location of the house on the lot, selecting an architect, determining the optimum size of the house, planning the interior, and introducing provisions for flexibility. The basic medium used would be the lecture with profuse illustrations, including an occasional use of film.

The World of Maps - This program would present a straightforward explanation of maps and map-making. The basic problems, and the solutions advanced, would be explained. The method used would be an informal lecture with very heavy use of the University's map collection.

Approaches to Peace - Many different disciplines and professions are concerned with the need for peace. This program would present a series of illustrated talks, showing how each profession thinks it is attacking the problems. Among those involved would be: the diplomat, the educator, the scientist, the public health official, the political scientist, the economist, the theologian, and the humanist. The University should draw both from its own faculty and from outside to locate the people who are to speak and, if possible, men of great prestige and experience should be used. Perhaps this program might be put on film for wide circulation to other stations.

Handling Personal Funds - This program would be a straightforward attempt to show those of modest means how to care for their money: how to budget, how to plan for capital expenditure, and how to invest surplus funds. Probably the only effective medium is the illustrated lecture.

Preparation for the Symphony - Every Sunday afternoon during the winter the Columbia Broadcasting System presents the New York Philharmonic Symphony. This program would, in effect, get people ready to hear the program. Based on the list of works to be performed, the lecture would present suitable background material, using the piano to sketch themes and the blackboard to indicate the structure of the compositions. If desirable, some information about the composer could be presented.

The Elements of Beauty - This program would focus directly on objects of beauty, each session being given over completely to one object or a small group of them. The lecturer (or perhaps a panel) would try to express in words the essence of the beauty of the objects, perhaps presenting for contrast other articles in which this beauty is not displayed. The whole emphasis would be on concentration on the work of art itself and the insights which may be derived from the examination of it.

Theatrical Dancing - The program would combine lecture, illustration, and performance. The kinds of dancing presented could range from highly formalized classical ballet to very simple folk dances, and the goal should be both analysis and appreciation. Any actual performances should be of a highly professional sort; there are many films now available which could be used for this purpose.

Architecture in Chicago -Chicago has been the place from which much modern architecture has sprung and it also contains examples of many forms and types. This program would explore the interesting ideas which were first developed here, with the television camera visiting, either directly or on film, some of the famous buildings and examining their distinctive features. The goal should be not to glorify Chicago but to create understanding of the nature of architecture, and the goals which outstanding architects have sought and are seeking.

How a Television Station Operates - This program would simply turn the camera on the station itself and indicate both the technical processes which are used and the ways in which ideas get translated into action. It would be designed to satisfy the curiosity of the viewers and, perhaps, to make them understand and support the station.

Honorary Degree - On those rare occasions on which the University awards an honorary degree, it might well devote a program to the work and the unique distinction of the recipient. The purpose of this program would be to provide a kind of case study of the values which lead to outstanding eminence in the academic world.

The March of Man - This program would present episodes of general historical interest recounted (not re-enacted) with the help of pictures, charts, movies of the locale, and appropriate experts who would provide a commentary on the episodes as regards their importance in the story of human development.

It's a Fact - The central idea of this program is to give the public an insight into the problems of documentation. Specific illustrations which have visual possibilities and which show how both internal and external evidence is marshalled will describe the procedures used for the verification or establishment of historical fact.

What's In Your Attic - This program which would be built around the collection of historical documents and objects would be intended to stimulate people to collect materials of importance for the history of localities, areas and periods of development of the Chicago area and the middle west.

On Stage - This program would deal with the lore of the theater. Visits would be made directly or by film to various kinds of theaters including the Elizabethan. Attention would be given to the procedures and paraphernalia of theatrical production, with biographies of famous playwrights and actors, permitting the use of visual materials, including hand-bills.

The Dialogues of Plato - Two members of the faculty have already begun to develop a possible program on Plato that involves the dramatization of certain dialogues or portions of dialogues.

The Geography of the Chicago Area - As its name indicates, this program would explore and describe the basic geographic attributes, and the interesting variations of them, which are to be found in the city and its vicinity.

The Mathematics of Life - This program would present some of the basic principles of mathematical biology, using lectures, demonstrations, motion pictures and diagrams. Some of the topics which might be considered are: How do cells divide? How do organisms grow? How is blood pumped through the vessels? How do signals travel along nerves? How do mobs behave? How do rumors spread?

The Art Studio - A representation of the development of works of art by the various processes, including painting, ceramics, and sculpture. Every step of the process of the creation of a real work of art would be illustrated.

The Craft Studio - This program would be very like the foregoing except that it would deal more particularly with weaving, wood-working, pottery, and the other handicrafts.

The Amateur Photographer - Analysis and criticism of photographs, either "stills" or motion pictures, submitted by members of the television audience. Special information for this program might be derived from the Humanities as well as from Physics and Chemistry.

Aesthetics in the Science Laboratory - The Renaissance Society is currently considering an exhibit of materials taken from the scientific laboratory but selected solely on the basis of aesthetic appeal. Not only is much scientific apparatus beautiful in itself, but much of the structure of matter, the photographs and records taken in considering crystal structure, cell structure, etc., is of considerable aesthetic interest. The Museum of Modern Art in New York had an exhibit of abstract photography a year ago, much of which was of a scientific nature.

Pure and Applied Science, or Science and Technology - Make an attempt to show the relations between the work of the pure scientist interested only in understanding nature and the work of the applied scientist and technologist. This would need to be somewhat historical in nature and could start from views of industrial processes in the Chicago area, tracing back to the original discoveries on which they are based. One such specific example might be:

> Inside a steel mill. Start with shots showing operation of a modern steel mill producing some material for a special purpose. Show the structure of this steel as determined both by microscopic methods

and by X-ray diffraction and give brief resumes of the development of these means of study and the relation of the structures observed and the treatment to which the metal is being subjected, as well as the resulting properties which can be visualized either by testing or by actual service demonstration. The Chicago area is very rich in industrial processes of interesting scientific background and interesting programs could be made by oscillating between large-scale, spectacular industrial operations and work in university and other laboratories showing the science back of it. Through these programs great care should be taken to see that the impression is not left that university science is done just because of its use, and every effort must be made to show the aesthetic and primary intellectual appeal of science.

Meteorites and the Solar System - Show a collection of meteorites of all types, emphasizing the similarities and differences in their structure as compared with terrestrial materials. Show how their study has been important to the metallurgists and geologists as well as to the astronomer is divining the probable history of the solar system.

The Elements - 98 different chemical elements, different species of matter, are known. Even in the Bible about six of these are mentioned, and in 1870 fifty-six were known. By 1925 about eighty-five had been identified. A story of the history of the discovery of the elements can be made not only instructive, but fascinating. Charts, photographs and movies could be used as supplementary material. A number of interesting stories can be associated with the discovery of the elements. For example, it can be shown that the misinterpretation of the results of a few chemical experiments delayed discovery of several elements for a period of 125 years. This program would be primarily a lecture supplemented with numerous types of materials for purposes of illustration.

Paleontology - A possible theme is the origin and development of life. This should be carried out in cooperation with various areas of the University and Museums. It could form the basis of an exceedingly interesting series of programs. A second theme could deal with the origin, accumulation, exploration and production of petroleum. This would be a cooperative venture in which paleontology would play only one of the principal roles.

Mineralogy - The theory of mineral formation. Sounds dull but could be made graphic and, in parts, quite spectacular.

Petrology - The development and exploitation of the mineral resources of the world. This to be both theoretical involving "visits" to laboratories and practical by use of demonstrated lectures and films.

Water Resources of the United States - A dramatic series of programs is possible under this heading. Many films have been made. On the spot programs on water supply problems in Chicago are possible.

Mining - The production and utilization of our mineral deposits.

Carbon-14 - The discovery of Carbon-14 in all living matter, which when removed from the life cycle undergoes radio active decay with a half life of about 5,000 years, makes it possible to determine the age of materials containing carbon, particularly in the age range of 1,000 to 20,000 years. This discovery is of interest to archeologists and geologists due to the fact that it is possible to determine, with considerable accuracy, the age of specimens containing carbon. A series of programs could be developed showing the technical equipment and procedure for making the measurements and also the materials used for the measurements, and the importance and application of the results.

Geiger Counter Demonstrations - Geiger Counters, and other types of counting instruments could be illustrated by suitable charts in regard to design and the counters could be heard and flashing lights could be seen as they respond to the various radio activities exhibited by a number of different materials. The Geiger Counters could also be demonstrated for the detection of lost sources of radio active substances; for example, radium, for measuring the radio activity of the atmosphere, and for surveying of laboratories and other places where there might be present a radio active hazard.

High Energy Accelerator Machines - A program could be developed to demonstrate the principles of operation of high energy machines such as the cyclotron, the betatron, the Vandergraaff machine, the cosmotron, etc. Furthermore, demonstrations could be made of the use of these machines for studying the properties of matter.

The Chain Reacting Pile - Sufficient information is now available to make it possible to describe in complete detail the small experimental chain reacting piles of which several are in use in the country. A series of programs would have as its beginning the first chain reacting pile at Stagg Field, and would terminate in one of the more recent reactors and in predictions for the design of future power reactors. The different uses that could be made of these reactors in physics, chemistry, and particularly in biology and medicine could be demonstrated.

Composition of the Solar System - An interesting program could be devised dealing with the composition of matter, the distribution of different types of matter in meteorites, with the objective of presenting the different ideas related to the composition and origin of the solar system. This topic is a general one and could be broken down into many categories, such as the composition of the moon, the surface of the moon, etc.

The Structure of Matter - A series of programs could be designed on the level of interest to the layman, describing what we believe to be the structure of different species of matter, what are the elementary particles composing matter, how these particles are arranged and associated with each other and what changes occur when chemical reactions take place. Supplementary materials in the form of charts, movies, and photographs would be needed.

Everyday Chemistry - Everyone uses every day a large number of different materials which are products of chemistry. One need mention only a few such as rubber, nylon, plastics, soap, paint, pharmaceuticals, gasoline, etc. What are these substances and how are they produced? In other words, what is the story behind each one of them? Also the question of hazards in the handling

of many chemicals we encounter every day could be emphasized. In this regard, safety education programs could be developed.

What Does A Chemist Do - This program could be centered about the areas of vocational guidance and scientific manpower. The manpower shortage today is very acute. Proper vocational guidance is important so that the need for chemists is not oversold and so that competent people are attracted to the profession. There is a good deal of supplementary film material on the activities of chemists in different types of industry, etc. The opportunities for chemists, the different types of jobs he does, and what he can expect in the way of financial and other rewards would be brought out.

Human Heredity - We are all curious about how we came to be the way we are---our stature, eye color,hair color, whether it is straight or curly, or why some become bald while others do not. Problems connected with marriage and having children arise because of hereditary factors, hemophilia, Rh factor, feeblemindedness. All of these and others could be discussed in a series of programs which would have great personal appeal over a long period of time. Pictures of people, affected structures, and diagrams of family lineage could be used to good effect. In the context of these problems a great deal of fundamental genetics and biology could be taught.

How the Body Functions - Almost everyone is anxious for more knowledge about how his own body functions. This normal curiosity is heightened whenever there is some malfunction. Satisfaction of this curiosity not only permits more rational and assured planning of personal habits, but in many cases unnecessary concern can be prevented or alleviated. For years, the Bi-Sci demonstrations in Physiology have been popular and instructive. Without recourse to animal experimentation involving vivisection it is possible to demonstrate strikingly the function and role in the bodys economy of all of the bodys organs.

Stories about Drugs - Practically every drug in common use has an interesting history. These range from the isolation of active principles from herbs used by medicine men and with doctors to the modern synthesis of heretofore unknown organic compounds, and the production of antibiotics by culturing moulds. The histories of the drugs could be used as a context for describing their actions on the body. This program might from time to time deal with the problems of drug addiction and alcholism. Here presumably the psychiatrist and sociologist would collaborate with the pharmacologist and physiologist.

Through the Microscope - One of the most successful public demonstrations at world's fairs, science museums, and scientific meetings is the microvivariom. Pond animalcules, bacteria, moulds and other microorganism are only a part of the microscopic work which can be shown in motion on the television screen. So great is the variety of available cell types and so many are the experiments which can be done with them that this program could run for an almost unlimited time. Furthermore it should require little rehearsal. Once a satisfactory microscope is set up in conjunction with a television camera one need only provide live material and a commentator who can help the audience understand and enjoy what is seen. There should be a great element of spontaneity in this program. Also it should be more than scientific peepshow in that discussion of the activities of the cells and their parts should teach a great deal of fundamental physiology.

Preparation for Parenthood - Children are an important commodity, yet vast numbers of present and potential parents know virtually nothing in any real sense of the biological and psychological aspects of their pre- and post-natal development. Our Department of Obstetrics and Gynecology has had extensive experience in counseling prospective mothers and fathers during the period before the birth of their children. At the University and at the Museum of Science and Industry is a wealth of models and material for demonstrating the embryological development of the child. Our Department of Pediatrics in conjunction with psychiatrists and sociologists can continue the counseling with regard to post-natal development.

Facts and Fables about Food and Family Economics - Programs about food have an almost unlimited potential. Perhaps the greatest interest on the part of televiewers will be in programs pertinent to problems of under-nutrition and over-nutrition. The surprising response to A Fat Boys Diet demonstrates the number of persons concerned with over-nutrition. This topic in the hands of competent home economists, physiologists, and physicians provide for a long lasting series. The basis of the nutritional value of foods, what foods can be substituted for each other, and the incidence of and prognosis in such diseases as diabetes, hypertension, and heart disease can be discussed. Economics of food buying and the economics of buying other things such as furniture from the home can be discussed in terms free of salesmanship or commercial interest.

Plants and their Growth- The topics dealt with on this program could range from such mundane ones as how to grow a lawn or plants in a window box to discussions of the geological history of the area and its influence on the natural flora of the region. Plants lend themselves particularly well to time-lapse photography so that movies showing plant growth, flowers blooming, etc., can readily be prepared. Telecasts of gardens and forest besides their esthetic value would acquaint the public with places they might wish to visit on outings. Acquaintance with new plant forms, particularly with forms well suited to grow in this area should not only be satisfying to the viewer, but might encourage beautifying the city.

Mathematical Biology - In addition to dealing qualitatively with phenomena in the biological and social sciences, it is possible to describe many systems in more or less precise mathematical terms and to make predictions about them. Such matters as rumor spread, the effect of size of group on unanimity of opinion etc., hold great public interest.

RESPONSES FROM THE FACULTY

The questionnaire which the Committee sent out to the members of the faculty brought forth an extensive and voluminous response, suggesting many ideas and opinions which have been used in the preparation of this report. A host of other ideas and suggestions remains, however, and the Committee proposes to save the responses and turn them over, in due time, to those who are responsible for administering Channel Eleven when and if it is established.

Something of the variety of opinion and breadth of suggestion may be indicated by quoting briefly from several of the responses.

"The medium of television seems to me to offer unparalleled opportunities for the training and enjoyment of all age groups."- Social Sciences

"Writing as one who has had some very limited experience on television, I disagree with your assumption 'that the University would have the services of competent TV producers and technicians with whom program forms would be worked out', since the competence required for educational TV does not yet exist and will have to be developed. The assumptions and prejudices of commercial TV are such that it is essential to start anew, to develop forms and techniques particularly suited to educational broadcasts." - College

"In my own field of the visual fine arts it probably is obvious that television, especially with color added, is a natural medium of communication, whether the material be how-to-do-it instruction in arts and crafts, drawing and painting from the model, description and interpretation of the artist at work, criticism of a current art exhibition, a tour of masterpieces in European galleries, explanation of architectural principles and construction during erection of a building or the use of art in home decoration." - College

"Ignorance and misconceptions of Islam and its culture, past and present, are widely spread. Educational TV has possibilities of remedying this in part and on a level higher than entertainment and/or propaganda." - Oriental Institute

"From your questionnaire I get the feeling that you think we must go into this. Maybe so. But oh! the headaches!!" - Physical Sciences

"There should be no attempt at a smooth commercial operation....., the informalities, even roughnesses of academic lectures and discussion should be maintained, but ... the persons asked to take part should have a proper sense of the art of communication." - College

"We have on our staff men who can sit at a grand piano and talk into a lapel microphone most interestingly about various aspects of music, either analyzing a great piece of music which they have played, or illustrating by playing on the piano certain aspects of music which listeners should watch for. We have men who can stand in front of a statue, reproduction of a painting, or any other kind of visual art that can be televised, and point out what is important to see in the work of art, interpreting, analyzing, diagramming, criticizing -- talking informally, expertly, and very interestingly. It would be possible to do a similar kind of thing with a lyric poem: unlike radio the words of the poem could be on a placard and before the audience's eyes while it was being discussed." - College

"Basically television programs produced and sponsored by the University of Chicago should have educational value. Entertainment in a restricted sense and propaganda to place universities in a more favorable light to the average citizen (even though urgent) are secondary objectives and will in part be realized if the main goal is continually stressed." - Biological Sciences

"Public attitudes towards basic research and the 'professor' could be changed with a sustained, well-coordinated program. The caricature of the thin-necked professor with a frowzy mortar-board and red-leanings; as well as the current self-effacing attitude of the 'Mr. Peeper' program can be modified by a strong, balanced, educational television program." - Biological Sciences

"I suspect that successful participation in TV will depend more on individual aptitude than on content." - Biological Sciences

"The field of geography lends itself especially well to visual presentation, by means of both actual scenes and by cartographic methods. Television offers a splendid opportunity to put geographic concept before a wide public, and, therefore, its effective utilization should be a matter of primary concern to geographers in the University." Physical Sciences

"Utilized in its fullest capacity the television program can mobilize all the resources of the motion picture including the tremendous potentialities of the animated diagram. The command of a television channel is equivalent to the command of a section of the moving picture industry where the problem of outlet has been solved." - Mathematical Biology

"Our departmental staff has discussed educational television. We think that the University should participate in this program and it should be aimed at lay education of what medicine today offers in the way of diagnosis, treatment and research." Biological Sciences

"I enthusiastically support the proposal for the University to enter television. My own field, mathematics, does not appear to be one which would furnish many possibilities for presentation. What seems more important is to get television to work in fields where technical problems might be less troublesome." - College

"The public must come to see the part that educational and intellectual institutions play in society, and in such a convincing way that it will support these institutions and see the danger inherent in charges against universities for advocating freedom of inquiry in all domains of knowledge."-Mathematics

"One general comment I would like to make, is that unless a television project can be adequately financed from new funds, I do not think that we should go into it. It is bound to be so costly that it would be a severe drain on us if we attempted to handle without extra money sufficient to carry the entire cost. One possibility for financing that occurs to me would be for us to undertake a substantial program of research in the production and evaluation of educational television. In this way, we might be able to draw students who would have careers in the non-engineering aspects of the television industry. In other words, we might develop a Television Institute with a Division of Experimental Production and a Division of Communication Research." - Social Sciences

"Regardless of what terminology may be necessary to convince the FCC that the use of the channel will in fact be 'educational' the conception which your committee and the larger committee has of 'education' in this context requires in my opinion, radical revision if your memorandum is any indication of your present view of the problem...Your committee seems to envisage a relatively 'mass' audience...Now, surely what is needed in radio and television in this country is not this sort of semi-mass uplift operation, but rather a 'channel'

in which serious things can be seriously presented and seriously discussed for a serious audience." - Philosophy

"Innumerable programs could be planned; there is no need of developing them before they are required." - College

"In the language area television seems to me particularly difficult. But it is in this area that I should especially like to see something done for, if anywhere, we certainly need stimulus to language study. Somehow it ought to be possible to work out an attractive program in this field." - Humanities

"The important note that I wanted to strike in this memo to you is one of support for the program. The big problem will be in the realm of selection of the best from countless possibilities." -Business

"Educational television might well become a vital factor in improving understanding of the operations of legal systems as well as in the actual administration of justice." - Law

CONCLUSION

Throughout its discussions the Committee has been sensitive to the dangers of excessive fascination with the novelty of television. Its concern has been with what the University might have to say, not with technical devices. What the University has to say appears, upon examination, to be vital to the continuing health of our society. As for the technical machinery itself, we recommend the judgement of Henry David Thoreau:

> Our inventions are wont to be pretty toys, which distract our attention from serious things. They are but improved means to an unimproved end, an end which it was already but too easy to arrive at; as railroads lead to Boston or New York. We are in great haste to construct a magnetic telegraph from Maine to Texas; but Maine and Texas, it may be, have nothing important to communicate..... Walden

Reuel Denney
Donald Horton
Cyril O. Houle, Chairman
John Hutchens
Warren Johnson
Carl Kraeling
Henry Sams

Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."

A collaboration among the Maryland Institute for Technology in the Humanities,
University of Wisconsin-Madison Department of Communication Arts,
and Wisconsin Historical Society.

Supported by a Humanities Collections and Reference Resources grant from
the National Endowment for the Humanities

MITH MARYLAND INSTITUTE FOR TECHNOLOGY IN THE HUMANITIES

UNIVERSITY OF MARYLAND

WISCONSIN HISTORICAL SOCIETY

WISCONSIN UNIVERSITY OF WISCONSIN–MADISON

NATIONAL ENDOWMENT FOR THE Humanities

Any views, findings, conclusions, or recommendations expressed in this publication/collection do not necessarily reflect those of the National Endowment for the Humanities.